

# ***Merging into the Highway of Teaching Teen Living Part IV***

## ***Scope and Sequence for Teen Living***

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### Unit Four: Choices

1. Dating
2. Intro to Sex/Abstinence
3. STD's
4. Baby Assignment
5. Critical Thinking/ Wrap Up

#### *Day One: Dating 101*

I begin by asking the students their definition of dating. We then talk about the purposes of dating (socialization, recreation and mate selection). Then I get into the Avenues of Adolescent Attractions by using the following video clips.

#### The Avenues of Adolescent Attractions Video Clips

(From the beginning: While You Were Sleeping, clip of Sandra Bullock beginning to talk about Peter Gallagher in the subway booth.)

#### 1<sup>st</sup> Avenue: Getting Acquainted

conversations, glances smiles

(Now and Then, clip where Rosie O'Donnell's younger character is shooting hoops and the boy comes to ask why their friends don't get along. Right before they kiss on the swing)

#### 2<sup>nd</sup> Avenue: Friendships

sharing common activities or friends, writing notes, friendly touches, common work places or community groups

(Harry Potter, 2<sup>nd</sup> movie, towards the end where they group of kids are eating and the female character runs to Harry and there is an awkward hug and handshake.

#### 3<sup>rd</sup> Avenue: Phone Calls

silly calls, or calls for information about a school project or another friend

(How to Lose a Guy in Ten Days, Kate Hudson receives the white roses and she calls to thank Matthew McConahay. They discuss the Nicks tickets that he found in her purse)

#### 4<sup>th</sup> Avenue: Socializing with Groups

talking, hugging, working on school projects, going to the movies, mall, homes

(Grease, when Sandy and Danny go to the dinner, they are on a date, but then are joined by a group of friends)

#### 5<sup>th</sup> Avenue: Group Dating

groups of 3 or more girls and boys meeting for a specific activities – movies, dinner, sports activities. Paring off does not occur; group members are simply friends.  
(Pearl Harbor, when the group of the guys and girls get off the train and go to the dance club)

#### 6<sup>th</sup> Avenue: Double Dating

Two girls and two boys who have paired off go together for an activity. A romantic attraction is involved.

(Return to Me, the clip where they are at the restaurant after his friends has convinced the main charter to start dating – the kids typical have a great conversation about how the woman is acting and the bottle water incident.)

#### 7<sup>th</sup> Avenue: Pairing/Single Dating

One girl and one boy who have pared off together for an activity. The couple know each other well and want to spend time getting to know each other.

(Can't Buy Me Love, the 80's version, their last date where he takes her to look at the stars and before they talk about breaking up.

#### *Day Two: Etiquette*

We invite all of the ninth graders to go to La Caille with us, so depending on when we go or if La Caille actually comes and gives us this lesson. I pretty much go over everything that they go over, but here is a list of vocabulary words we talk about: Etiquette, valet, hostess, server, bus person, coat check, gratuity, course, ala cart and entree. We talk about proper place setting and how to eat when we go out. We talk about the two different types of eating (American vs. European). Also how to order steak.

I then have the kids order using the Andre's Restaurant Menu from the curriculum. I have them pick what ever they would like to eat. The students then figure out the gratuity on their meal.

#### *Day Three: Love Can Build a Bridge*

We begin with talking about the emotional A's of a relationship from the curriculum. I then go into the building blocks of love. I found some big interlocking squares that I have attached the info on and we make a large pyramid on the board. As I put them up, there is a lot of different dialog that can take place with the students. It is great discussion day.

I then talk about the three components of a relationship from the curriculum and if there is time we I have them answer the "How do I feel about love" activity from the curriculum.

#### *Day Four: Choices*

I show the video CinderEdna and give each of the students three pretzels. I tell them that they have the choice to save their pretzels or save them. IF the student does not eat or damage their pretzels in any way then I give them a piece of licorice ... then a tootsie pop ... then fruit snacks and finally a Rice Krispy Square. Of course I get a lot of angry students, but if they would have chose not to eat their pretzel and save it the reward in the long run would have been grater. From here I go right into the steps of intimacy and why teens have sex.

#### *Day Five: Sex Has a Price Tag*

I show the movie, "Sex Has a Price Tag" by Pam Stenzel. I have the students write down ten things that they want to remember. Then when the class is over we talk about what they thought was important.

### *Day Six: Sexual Choices Bring Consequences*

We talk about sexually transmitted diseases. The ones that I cover are: HIV/AIDS, syphilis, gonorrhea, PID, chlamydia, genital herpes, genital warts, scabies and pubic lice. I talk about the symptoms and treatment. We then talk about reducing the risks of getting a STD. I then let them choose a jolly rancher. I ask them how they choose their flavor and how they came to their decisions. I then relate that to choosing to have sex and giving their consequences for their jolly rancher choice.

If you chose:

Watermelon – You are dumped; lose some self esteem

Cherry– You're a teen parent; get married at 15 and divorced with 3 kids

Raspberry – You test positive for HIV at 18; get AIDS at 20; die at 24

Apple – You wait until marriage for sex; you have high self-esteem; earn respect from family and friends.

Grape – You chose abstinence; concentrate on school and earned a 4-year scholarship to the school of your choice.

### *Day Seven: Ultrasound Day*

I take this day and go over all of the information for their teen parenting portion of the class. Attached is what I do with my students. I then slip out to get the “doctor” and dress up. I then come back in with a accent having the kids pick out of the “ultrasound box” what sex their baby is.

### *Day Eight: Baby Shower*

The students get to participate in a baby shower. I tie in how much a baby costs and does a teen parent need some of the extravagant items to care for a child. The first game I play is a baby item game. The students have a few minutes to memorize everything that is on a tray then they have three minutes to write down what they remember. The next game is the name game (like Scatagories). The student have to come up with a list of names using the letters of the alphabet. If two students in their group has the same name, they cancel each other out. New this year, I have did the candy bar game. This is where the student tries to figure out how the name of the candy bar relates to having a baby. I got this off the internet. For all of the games, I have small prizes for the students.

#### **Candy Bar Game:**

Contractions: Whoppers and/OR: 11 pound baby: Whoppers

Grandparents: Lifesavers AND/OR: Epidural: Lifesavers

Boys' Names: Mike & Ike

Umbilical Cord: Twizzlers

Father: Sugar Daddy

Baby Fat: Chunky

Girl's Name: Baby Ruth

Use your Eyes: Look

Cover Baby's Face with These: Hershey's Kisses

Hospital Bills: 100 Grand

AND/OR: College Fund: 100 Grand

Time Alone: Zero

Lull-a-Byes: Symphony

Diapers, Formula, Medicine: Payday

First Year of Parenthood: Rocky Road

OR: Hospital Bills: Payday

Dirty Laundry: Mounds

Sweet Infant: Sugar Babies

AND/OR: Engorgement: Mounds

Contractions: Now & Later

Poopie Diaper: Tootsie Roll

Teething: Crunch

Triplets: 3 Musketeers

#### *Day Nine: Happy Birthday*

This is the first day that the students have their babies in class. I begin by having each student introduce their baby. We fill out the birth certificate and then the students get to weigh their baby. I give them fifty points for having their baby weigh the correct weight. While I am weighing the babies, the students write a letter to their future child.

#### *Day Ten: Child Abuse*

I begin the class period with Martina McBride's "Concrete Angel" music video. I have the students write down their perceptions of what they saw. We define what child abuse and talk about the types of abuse. We discuss the effects of abuse has on a child, traits of an abuser and where to go for help.

I also tie in shaken baby syndrome, fetal alcohol syndrome and drug addicted babies. I show them the Reality Works babies as I discuss these.

#### *Day Eleven: Baby Budget*

We go to the computer lab and use the website that is on the baby budget assignment sheet. This is a great interactive activity that really gets the kids thinking about how much it costs to have a baby. After they complete their budget, I allow the students to work on their baby's illnesses or essay for their baby book.

#### *Day Twelve: Wrap up and Term Final*

#### *Day Thirteen: Evaluation*

I end the semester with an evaluation of the class. I have six questions that are written on butcher paper and the students answer right on that paper. The questions are:

- ~ What was your favorite lesson?
- ~ What was your least favorite lesson and why?
- ~ What was your favorite activity?
- ~ What was your least favorite activity and why?
- ~ What is one thing that you will always remember about Teen Living?
- ~ If you were in charge, what would you teach in Teen Living?

We go over their answers so I understand what they liked and didn't like then I read Oh the Places You Will Go by Dr. Suess.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**BRING YOUR BABY ON:** \_\_\_\_\_

### **The Baby Assignment**

**Objective:** The purpose of this assignment is to demonstrate how a parent has responsibilities to care for and protect their children. Teens are not physically or mentally mature to raise a child. Teen years are a continuation of the development of the individual. Child rearing should be reserved for adulthood. For FIVE days, you will be completing the following assignment:

- A. Obtain a doll and weigh it so it weighs between 5 to 10 pounds.
- B. The doll must be wrapped in a piece of cloth or you may dress it.
- C. The baby must be tended at all times. If you can't watch your baby, you must hire a babysitter. You will pay the babysitter at least \$0.25 per hour or do a chore for that person. You must fill out the necessary form and included it in your log book. Points will be deducted for unattended babies. The baby can only be tended up to FOUR times during this experiences for no longer than FOUR hours each time. BABIES can not be tended by others while at school. The baby must be in your possession at all times. Points will be deducted if the baby is with someone else at school.
- D. Any damage or mistreatment to the baby (tossing, punching, leaving unattended) will be considered child abuse and points will be deducted and a type report will be given.
- E. If you are not mature enough to handle this assignment, you will be excluded form the assignment and be given a ZERO.
- F. Your baby is to be taken home after the assignment is completed. NO doll is to be left at school. When you take your baby home, have your parent sign the bottom of the babysitting form.

### **The Log Book**

- A. Your log book is an important part of this assignment. You **MUST** handwrite all of the entries in your log book and keep a journal for each day. Typed entries will not be accepted.
- B. There is a page for each day. You will need to write the correct date at the top of each page.
- C. All entries should be made hourly as to where the baby is, how the baby is doing and who is with the baby.
- D. Each day must included the following entries:
  - 1. A daily bath (5 points per day)
  - 2. FIVE diaper changes (10 points)
  - 3. FIVE feedings (10 points)
- E. In addition, you must have ONE 2:00 am feeding. **You will need to call Mrs. Garcia at (801) 864-3127. State your name, class period and why your baby woke you up. You have between 2-3 am to do this.**

F. You will be drawing an illness for your baby. **The name of the illness, the treatment and along with the paper with the illness on it must be attached to the day that you receive the illness.** The internet along with the school library can help you with this portion of the assignment. You will need to list your resources for full credit. A helpful resource could be: <http://www.babycenter.com/baby/babyatoz/index>

G. Baby Budget ~ We will be doing this in class on: \_\_\_\_\_  
If you miss class, you will need to complete the assignment at the following website:  
<http://www.teenageparent.org/english/costofbaby2B.html>

H. Letter to Baby

You need write at least half page letter to your baby. Describe your hopes and dreams for your future child, word of wisdom, and what you would like your child to accomplish.

### **Birth Defects or Congenital Disorders**

If your baby has been born with a birth defect or congenital disorder, you will be required to do a report on the condition. A ONE page report that includes your resources will be due when you baby book is due. You will receive EXTRA CREDIT for doing this, but your baby book will not be accepted if it is not done.

### **TWINS**

One member of our class will receive twins. Only one log book is to be kept; however TWO dolls must be carried. You will receive EXTRA CREDIT.

At the end of this experience, you will need to write a ONE page essay about your experience as a teen parent.

### **Grading for you Baby Book:**

*Daily Log* (25 points per day) 125 points  
*Daily baths* ( 5 pts per day) 25 points  
*Five daily diaper changes* (10 pts each) 250points  
*Five daily feedings* (10 pts each) 250 points  
*ONE 2 am feeding* 75 points \*\*Calling Mrs. Garcia\*\*  
*Illness Report* 75 points  
*Birth Certificate* 25 points (we will do this in class)  
*Baby Budget* 50 points (we will do this in class)  
*Letter to Baby* 50 points  
*ONE page essay* 100 points ~ what did you learn from this experience?  
*Doll return to home* 50 points \*\*Parents Signature\*\*  
*Babysitting form* 50 points \*\*Signatures required\*\*  
*Birth Defect Extra Credit* 100 points  
*Twins Extra Credit* 100 points  
*Creativity* up to 75 points

**Total: 1200**

My baby book is due on: \_\_\_\_\_

## Baby Log Book

Date: \_\_\_\_\_

Hour	How is the baby doing?	Care needed by the baby	Where is the baby?	Who is with the baby?
6:00 am				
7:00 am				
8:00 am				
9:00 am				
10:00 am				
11:00 am				
12.:00 pm				
1:00 pm				
2:00 pm				
3:00 pm				
4:00 pm				
5:00 pm				
6:00 pm				
7:00 pm				
8:00 pm				
9:00 pm				
10:00 pm				
11:00 pm				
12:00 am				

Grading:

\_\_\_\_\_ Diaper Changes

\_\_\_\_\_ Feedings

\_\_\_\_\_ Baths

Journal:

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## **Baby Budget**

1. Go to the following website: <http://www.teenageparent.org/english/costofbaby2B.html>
2. Fill out the each box with the number of items that you would like. Remember, you don't need to get everything.
3. At the end click the box that says **CLICK HERE**. What is your total?
4. How many CD's could you buy for this amount?  
Price of CD:  
Amount:
5. How many movie tickets could you buy for this amount?  
Price of movie tickets:  
Amount:
6. How much money would you need to earn a month, a week, a hour to be able to afford a child?
  - A. To find out how much you need to earn a month divide your total by 12 (months in a year)
  - B. To find out how much you need to earn a week divide your month total by 4 (weeks in a month)